**Hester -7th Grade Science**

**Unit -**  Adaptations

**Objectives** students will be introduced to: the TEKS for the adaptation unit.

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**Blooms** Remembering, understanding, applying, analyzing, creating  
**Materials/Resources Needed:** pencil, paper

**Anticipatory Set-** I will have students come up with a plant or animal that most interest them.  
  
**Objective/Purpose**  Students will make a dichotomous key that will fit their chosen organism.  
  
**Prior Knowledge** the previously covered material **Model** I will provide an example  
**Check for Understanding**  I will have them share what they created  
**Guided Practice** I will show them the steps **Closure** I will go into tomorrows lesson. I will be gone on Friday.  
**Independent Practice** Look over the material on the Wiki and encourage them to look up their own video clips to help them learn the material.

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| **Bloom’s Taxonomy**  New Bloom Triangle Old Bloom Triangle  **New Version Old Version** | |
| **Creating**: can the student create new product or point of view? | assemble, construct, create, design, develop, formulate, write |
| **Evaluating**: can the student justify a stand or decision? | appraise, argue, defend, judge, select, support, value, evaluate, justify |
| **Analyzing**: can the student distinguish between the different parts? | compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test |
| **Applying**: can the student use the information in a new way? | choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write |
| **Understanding:** can the student explain ideas or concepts? | classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase |
| **Remembering:** can the student recall or remember the information? | define, duplicate, list, memorize, recall, repeat, reproduce, state |